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NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

ANNUAL SPECIAL NUMBER

The next issue of the Journal of Education, on June 4, will be our annual summer number, and from our standpoint it will be the most interesting and important annual special number that we have issued in twenty years.

Its messages will have a mission more direct than in any recent issue. The articles centre around "School Problems of the New America." Several of America's most eminent school people will write upon special phases of these problems for that issue. Among the special writers are: William McAndrew, John J. Tigert, Payson Smith, E. W. Butterfield, Edward J. Tobin, Olive M. Jones, James E. West, Charl Williams, William F. Russell, Cora Wilson Stewart, Clarence E. Spayd, Ida L. Gregory, David Stevens, and Lotta Clark.

The death of President Ernest DeWitt Burton, president of the University of Chicago, on Tuesday, was a shock to the scholastic world.

EDUCATIONAL ROUGHAGE

Just as there may be too much nitrogen in the soil so there may be too much emotion in religion and too much digestible food in the stomach. The stomach and the intestines become atrophied unless there is indigestible food with the calories and vitamines. We are so obsessed with the importance of calories, which are now measured out for us in figures on scientific bills of fare, and so infatuated with the new science of vitamines that we forget that roughage is as important as calories and vitamines. We have a vast crop of atrophied stomachs because the calories and vitamines have worn out the body ahead of time.

Indigestible food is absolutely necessary for the too easily digestible calories and vitamines to rub up against. In some inexplicable way the vital juices in the digestive system hesitate to get acquainted with calories and vitamines unless they squabble with some indigestible food like the hulls of rice and wheat, bean and corn meal for cake and hominy. These juices will get into action only when there is a scrap on.

Roughage is fed to all live stock and it is needed by men as well as by cattle, is needed everywhere, and nowhere more than in education.

The present devotion to the curricula indicates a "psychological" trend to too many educational calories and vitamines. There is liability of making a course of study that is too digestible, too scientifically correct, leaving nothing for children to deal with in a rough and tumble way.

One need of educational roughage is a certain proportion of teachers in every school that are not degree-caloried and vitamined. We were interested recently to learn of a city in which there is insistence that at least twenty-five per cent. of teachers be above forty, women who never went to a Teachers College. The assistant superintendent who has that district of the city in charge has the smoothest running schools of which we know. He says these experienced teachers, with old-fashioned ideas of drill and discipline, balance the pedagogical rations, so to speak. They provide the pedagogical roughage.

Rickets probably results from a too caloried, too vitamined dosage. Maybe this is the cause of psychological rickets. We wonder if there is anything suggestive in Mellanby's naming his new discovery in vitamines the antirachitic vitamine.

We certainly need a lot of new terms in psychology to describe the harm done by too

much nitrogen in the soil, too little roughage in the science of education. "Antirachitic vitamine" suggests a good designation of some of our psychological dosage.

Just as several serious diseases are now known to be due directly to failure to provide roughage we fear the criminal tendency of the Loebs and Leopolds may result from too little roughage in the home life and community functioning of young people.

The schools should raise a generation that will abhor war as the world now abhors a duel.

GLENN FRANK, PRESIDENT

The election of Glenn Frank to the presidency of the University of Wisconsin is the most significant demonstration of the conquest of today over yesterday, of looking to the future rather than the past, that any college or university has revealed.

Glenn Frank, as editor of the Century Magazine, has said new things in a new way in dealing with educational problems. And he has carried his messages to the platform with a most refreshing frankness. He has no quarrel with conventionality, neither worships it nor idolizes it. Individuality does not frighten him. He rather enjoys it, plays with it as a child plays with a baby lion that is entirely safe as long as it is a baby lion.

Glenn Frank lets the conventionalist patronize him while he patronizes the individualist, the former trying to make him cultivate "safety first," and the latter thinks him likely to develop a "safety last" courage. He appears to have all the charm of an adolescent until he has developed personality that wins the admiration of both wings of social and civic, educational and religious leaders.

Glenn Frank goes to the presidency of one of America's great universities with an intellectual and social, scholastic and educational freedom that will never be disturbed by the faculty or the regents, by the alumni or the undergraduates. He will face every problem of the university and of the state as no other university president has ever faced such a problem, for he will be hampered by no recorded tradition, by no avowed mission.

It is a joy to have lived to see such a man in such a presidency. It speaks eloquently for the spirit of the new day. It nobly meets the call of the New America.

THEODORE MARTIN TO HEADQUARTERS

Mr. Martin, executive secretary of the Utah State Education Association, has gone to Washington as assistant to Secretary Crabtree, relieving Mr. Crabtree of some of the details of his work, and Mrs. Hixon of all care for the membership campaign, ranking with Shanklin, Allen, Norton, Morgan, and Mrs. Hixon, Miss Williams and Miss Winn, presumably.

The membership has passed the 150,000 mark, which will make it possible to go far toward the elimination of the modest debt which disturbed some friends of the Association last summer. The National Education Association is now an institution that will increase in membership each year without any hectic campaign. All it needs to do is to serve the children of America through the schools, and the schools through the teachers.

There is no occasion for it to get excited over anything. There is no danger of anything permanently harming schools, teachers or children. The Association is now adequately and effectively equipped in building, in machinery, in personality to render all needed service. The coming of Theodore Martin completes the personal element. He is especially adapted to the service he is expected to render. A native of Utah, the son of a Presbyterian clergyman who came to Utah nearly sixty years ago and served the community at Manti for half a century, Theodore Martin grew up with the Utah people, did his college work at Hamilton College, New York State, and graduate work at Columbia. It was a notable tribute to his ability and personality that he was selected by all the teachers of Utah as the executive secretary of the State Association, and his success in this service has led to his selection for headquarters activities in Washington.

DR. FINLEY AT HARVARD

Dr. John H. Finley will be the orator at the annual exercises of the Harvard Chapter of the Phi Beta Kappa Society in Sanders Theatre on Commencement Day. Dr. Finley is the outstanding leader in education, officially and unofficially, for a third of a century, always an orator for important occasions, civic and scholastic. He was State Commissioner of Education of New York at high water mark in its achievement. He has been president of Knox College and of the College of the City of New York and of the University of New York, professor of Princeton College and exchange lecturer of Harvard in Paris. He has been editor of Harper's Weekly, and is now on the editorial staff of the New York Times. Dr. Finley has given efficient service on various highly important national commissions, on financial and industrial boards, and noble service of many international societies, as, for instance, the American Red Cross in Palestine and the Near East. That which is most notably to his credit is the fact that while on a great many Boards his service is always personal and never perfunctory. His wide experience and his habit of mind make him a master of any problem to which he gives attention. He is always an authority on any subject of which he speaks or writes. No other educator has had the same range of interests or achievements, and he is now at the height of his influence.

STATE SUPERINTENDENT HAAS

Governor Pinchot has promoted Francis B. Haas, deputy state superintendent, as state superintendent at a salary of $12,000. It is an *ad interim* appointment which holds till the spring of 1927. No appointment could have been more satisfactory to the entire teaching force of the state. He had highly successful service in the school system of Philadelphia which caused his promotion to the State Department in 1920, and in 1924 he became deputy state superintendent, where his leadership during the illness of Dr. J. George Becht was universally appreciated. In making the appointment Governor Pinchot says:—

"Mr. Haas is appointed because in my opinion he is capable of doing more for the school children of Pennsylvania in that position than any other man in the state. Trained as an educator, he has had a distinguished career in his chosen profession. In addition he has shown qualities of the first order as a business manager and as an executive.

"His contact with the Legislature during the last session has made it clear that he is eminently qualified to carry on that important portion of the work of the department which deals with legislation and appropriations.

"What is even more important, his past contact with local school officials is the guarantee that he understands them and they understand him. There will be the minimum of friction in this field because Mr. Haas agrees thoroughly with me in the decentralization of school work and in local initiative and home rule.

"I am glad to add that Mr. Haas is a native Pennsylvanian, a public schoolman with wide experience as a teacher and educational administrator, and one of the two men recommended for superintendent of public instruction by the Pennsylvania State Education Association."

The Pennsylvania School Journal, J. H. Kelley, editor, says:—

"It was shortly after this promotion as deputy that Dr. Becht became seriously ill. The work of the superintendent's office fell to the two deputies and they conducted it in a manner that won the admiration of the schoolmen of the state. All types of professional, administrative and executive problems were met and solved.

"That he possessed genius for executive and administrative leadership was shown in his powerful and convincing defence of the educational budget before the Senate Committee when the school system of the state was in jeopardy through the threatened reduction in the appropriation.

"In that effort he revealed the qualities and requisites of a state superintendent, and the prediction was freely made that the Governor would find in him the ideal man to direct the educational affairs of the Commonwealth."

SKILES SUCCEEDS SMITH

Assistant Superintendent Skiles of Evanston, Illinois, succeeds Dr. E. A. Smith as superintendent. Dr. Smith has accepted the presidency of the Wisconsin State Teachers College at La Crosse. Mr. Skiles has been highly efficient in the direction of educational activities so that there will be no appreciable change in school administration.

IN THE INLAND EMPIRE

COLLEGE PIONEERING IN PACIFIC NORTHWEST

The Patent Office has the herd book inventions. The Hebrew, Greek and Latin languages are the progenitors of certain breeds of scholastic culture just as the Anglo-Saxons have characteristics that are a civic asset.

In the same way Harvard and Yale, Princeton and Columbia are progenitors of distinct scholastic, scientific and cultural traits. Whitman College at Walla Walla is the progenitor of a rare personality which is playing its part in all of the educational institutions of the Pacific Northwest.

Personality counts for more in colleges than anything else, when it comes to estimating influences in the making of a great section of this republic. Size is more spectacular than personality. A vast endowment is much like a large enrollment in an appeal to the impressionable public, but when resultant influence is considered collegiate personality outshines and outclasses enrollment and endowment. A man who has played in financial luck can place his name on an educational institution in a day, but personality cannot be created in a day, in a year, or in a decade. Personality is to enrollment and endowment what the oak is to the eucalyptus.

Whitman College was the first educational institution in the Pacific Northwest to develop educational and scholastic personality, and it has enriched that personality since the first young man aspired to scholarship. No college or university in the land made sacred by Marcus Whitman will ever have an enrollment large enough or an endowment or tax income great enough to submerge the personality of Whitman College. Personality in a college is the gold standard of culture and scholarship. Collegiate personality must have been stowed away in the recesses of mind and heart when

its immediate value was not the test of security.

The personality of Whitman College is in no sense involved in civic history or sentimental tradition. It is the depository of the devotion of an intensely earnest group of Christian men and women who appealed to the devout and patriotic impulse and conscience of men and women in the East whose consecrated frugality and thrift were inspired to promote educational personality in what was to be the gateway to the Orient.

It is more than a quarter of a century since I first felt the thrill of the personality of the Christian College at Walla Walla, and I have been there again and again in these years, but its personaity has never had quite the intensity it had on the April day, 1925, when the vistas of other days have become the vision of today under the skilful care and devoted protection of thirty-one years of the personality of President Penrose, now the Dean of American college and university presidents of the United States.

SPOKANE AND INLAND EMPIRE

Personality of cities is a fascinating study in which we have found much pleasure for several years. Practically all cities in the East and Central West had their personality established before my day, but most of the cities of the Far West have developed their personality in the last half century, and I have known them in that time.

One of the most significant personalities of the Pacific Coast and of the Intermountain Region is Spokane in a corner of the great Northwest state of the Union, a city toward which nothing gravitates naturally and from which everything broadcasts naturally, and yet it persists in being the metropolis of a vast intermountain region, and every April the teachers, superintendents, school directors, parent-teacher officials and school book promoters came from Pocatello and Boise, Portland and Eugene, Seattle and Tacoma, from everywhere within a radius of a thousand miles or less to the Educational Association of "The Inland Empire." No one could ask a better educational spirit than Superintendent O. C. Pratt of Spokane has developed, and there is no better hotel than the world-famous Davenport.

This year President W. M. Kern, superintendent of Walla Walla for twelve years, dean of city superintendents of the Pacific Northwest, made the most of his opportunity to create a program for the most largely attended meeting in the history of the Association of the States of Idaho, Oregon and Washington. He is a master organizer and a brilliant commander of association activities, and he built the program of the twenty-seventh annual session around the auxiliary school agencies, such as Thrift Service, Parent-Teachers Association, Camp Fire Girls, Boy Scouts and Child Health. It was a delightful success in every way.

CHENEY AND PULLMAN

At Cheney, Spokane's nearby suburb, President N. D. Showalter has developed in fourteen years a State Teachers' College which in view of its previous history seemed as impossible as to make pearls of glass.

The first State Normal School in the Pacific Northwest was opened in Cheney in 1890, but its experience for the first twenty years might be characterized as a period of "Hard Times and Hard Feelings," as Professor J. Orin Oliphant characterizes the five years from 1895 to 1900, in his "History of the State Normal School of Cheney," one of the best histories of the State Normal School that has been written.

From 1890 to 1910 the school had ten presidents, most of whom were violently fired or dodged violence, while the institution itself was twice retired violently, and yet, after all this cyclonic experience of twenty years President Showalter has enjoyed peace and prosperity for fifteen years. He had one almost miraculous escape when the presidents of the State University, the Agricultural College, and of the Normal Schools at Bellingham and Ellensburg went out or were put out. Cheney of a tragic past rode the waves serenely. Today the State Teachers College at Cheney has one of the best equipments in the country, one of the best faculties, and one of the best student bodies, all of which has been developed by the eleventh president in thirty-five years, who has served almost as many years as did the other ten.

Pullman with the State Agricultural College of Washington is within ten miles of the State University of Idaho at Moscow, and only a few miles from the principal State Normal School of Idaho at Lewiston. There is no parallel to this in the country. The Agricultural College, over which Dr. E. O. Holland presides, is the "Bread Basket of America," has always been prosperous, has always had high rank, and is always sure of good state support.

One of President Holland's ambitions has been to develop a Department of Education for which he has provided a dean and faculty mostly educated in Eastern universities with experience in the Central West.

Dr. Holland has the aggressive backing of Eastern Washington in all of his endeavors to make a notable educational institution in one of the best agricultural sections of the country, and he is an enthusiastic leader of the students, of the faculty and of people of Eastern Oregon.

FRIENDS AND ACQUAINTANCES—(IV.)

WILLIAM TORREY HARRIS

A. E. WINSHIP

[There are several reasons why I write at some length about my acquaintance with Dr. Harris, chief of which is that by far the greatest service I have rendered education is associated with that acquaintance and, second, because I was privileged to be of inestimable service to the country and to him when he needed the service which I could render.]

As superintendent of schools of St. Louis Dr. William T. Harris was without a rival, then or since. No one else has written thirteen City School Reports to compare with those he wrote, and no one has been such a philosophic leader of city teachers.

As United States Commissioner of Education he was the most eminent philosophical, professional, educational official of the world. No other American public school official except Horace Mann has commanded respect in official circles throughout the world as did he. No other American has received anything approaching the almost idolatrous worship of America's public school men which he received during the years in which he was the official professional leader of the school people of the United States.

Between his superintendency in St. Louis and the Educational Commissionership of the United States there was nothing highly significant in public or professional attention, and after his retirement as Commissioner of Education he received slight public or professional appreciation. His place in history is associated with two lines of public service, and the large place he will have in history was made while he was United States Commissioner of Education, and my relation thereto is the only justification for so much of the personal element in the story of my acquaintance with William Torrey Harris.

As has been frequently referred to in these columns I plunged into educational journalism on the sixth of March, 1886. It was in every way so hazardous an adventure as to be beyond description. In a week's time I realized that it was either a crazy or an idiotic adventure. Fortunately no one had any suspicion of the situation, so that nothing was liable to happen for some time at least.

When I was wondering what might sometime happen Charles H. Ames, then with the Prang Education Company, later with the D.C. Heath Company, called with that cheerful, buoyant, exuberant spirit of his, saying without a moment's approach to the subject: "Dr. Harris wants to know you and I'm going to bring him in tomorrow forenoon."

Just what that meant to me no one can by any stretch of the imagination appreciate. I did not inquire even mentally why Dr. Harris should want to know me.

Dr. Harris had resigned the superintendency at St. Louis, had come to Concord, had bought the old Nathaniel Hawthorne residence next to that of A. Bronson Alcott, and near the home of Ralph Waldo Emerson. He had an idea that New England, especially Concord, would highly appreciate him and his speculative Hegelian philosophy.

"Synthetic Philosophy," with Hegelianism, was his major, and Alcott, Harris and Company built a small, plain board shack on the side of the hill in the Alcott yard and announced "The Concord School of Philosophy." A few, very few, persons tried to listen to the mystical lectures in that plain building on the hillside. Almost everybody made fun of the whole affair. I went out there and it was literally too funny for words. The whole thing was short-lived, and for many years no one could say "Concord School of Philosophy" with a sober face.

Neither Concord nor New England had met the expectation of Dr. Harris. In fact, the whole affair had been disastrous as viewed from the vision he had when he left the superintendency of St. Louis. This accounted for the statement of Mr. Ames that Dr. Harris wished to know me.

When Dr. Harris appeared on that March day with Mr. Ames he suggested that I go with him to a lesson on "Kant" at the home of Kate Gannett Wells in the Back Bay. It was a pleasure to go to the home of Mrs. Wells, whom I knew very well, for she was on the Massachusetts State Board of Education, and had often been at the State Normal School at Bridgewater. And I was more interested in the philosophy of Fichte, Kant, and Hegel than I have been since, for I had been studying them in the translation ardently. I have a copy of the program for the "Lessons" of that season. The parlors were full to overflowing. All attendants upon the "Lessons" paid ten dollars for the course.

Here is the program for the course of "Lessons" of that season: General Introduction; The Problem Left by Locke and Hume; The Critique of Pure Reason, Kant's Doctrine of Space and Time; The Critique of the Categories of the Understanding; The Critique of the Unity of Self-Consciousness; The Critique of Phenomena and Noumena; The Critique of the Antinomies or Self-contradictions of Thought; The Critique of the Proofs of the Existence of God; The Critique of the True End and Method of Reason; The Critique of Practical Reason, Kant's Ethics; The Critique of Judgment, Kant's Doctrine of Teleology or Final Cause; The Relation of Kant to Fichte and Hegel and Later German Thought.

I heard the closing lesson of the course on

"The Relation of Kant to Fichte and Hegel and Later German Thought."

I enjoyed hearing Mr. Mead, and it was the beginning of one of the choicest friendships of my life.

When I got back to the office Mr. Ames was there to hear all about how I got on with Dr. Harris.

I never knew a more charming friendship than ours. Charles H. Ames was the most lovable, manly character that I have known. I could write a book on my friendship with him. I remember once in San Francisco I had the opportunity to invite him to go with me to the Yosemite Valley on a trip of several days with all of our expenses paid. Those who knew him can appreciate what an event it was to have those days on that trip. I must detour a little to refer to one of many interesting incidents in my friendship for Edwin D. Mead. There came a time when Governor and General Joshua L. Chamberlain of Maine came to me to say that he was ready to purchase the New England Magazine, if I would take the management of it. Of course I could not do that. I had a little more on my hands than I could attend to, as I always have had, but he was so insistent that at last I agreed to stand as vice-president provided he would let George W. Coleman, now of Ford Hall fame, then with me on the Journal of Education, be the business manager, and I could secure as the editors Edward Everett Hale and Edwin D. Mead. I presided monthly over the official family with Hale and Mead reporting to me their plans. My intimate friendship with Dr. Edward Everett Hale lasted as long as he lived, and today Edwin D. Mead is one of my much prized friends.

Dr. Harris called often after that, and I soon learned that he really desired to know me, and why. He freely and frankly spoke of his disappointment over the public and professional attitude toward the "Concord School of Philosophy," and toward him personally. His reason for thinking that I could be of great service to him in his dilemma was based on false premises. He gave me large credit for the famous success of the lectures of Stanley Hall at Wesleyan Hall on Bromfield street. Dr. Harris based his hope of submerging the public impression of the "Concord School of Philosophy" through a course of public lectures, such as those which had swept Stanley Hall into public favor.

I had no part in the creation of the Stanley Hall lectures. They were wholly due to President Eliot of Harvard, who had the University pay for the rent of the hall and for the printing. Dr. Eliot also made a preliminary talk at the first lecture. I took an active part in giving publicity to the lectures because Stanley Hall was my closest professional friend. We were together frequently. Indeed we kept a horse together for several months so that we rode together almost daily. His brother had been an intimate friend of mine, and had died just before I knew Stanley Hall, who had come to Harvard for some graduate work in physics, and was doing some teaching. He lived with friends of mine whom he had known in his home town in Western Massachusetts. Indeed, I more than half suspect that that friendship had a large part in bringing me back to the profession actively.

Dr. Harris had watched the Stanley Hall lecture adventure with consuming interest. He admitted that the only way he could get into the game in Boston was through a course of lectures such as Stanley Hall had given, and what he wanted to know me for was to get me to get a chance for him to give a course of lectures in Boston. This proved to be easily accomplished. Dean Huntington of Boston University, later president of the University, and President Warren of the University provided an appropriation of $75, and the faculty and students were to come to the lectures without charge. The Boston papers gave the lectures hearty endorsement and good reports.

There was little interest in the lectures and the attendance was slight, but it was a long step from the "Concord School of Philosophy" to association of his name with Boston University. The people saw his name associated with the University, saw by the headlines that he was lecturing on philosophy, and in that regard the lectures were a real success for Dr. Harris, and he was highly appreciative, and a real friendship was established.

COMMISSIONER OF EDUCATION

About eighteen months after those lectures Benjamin Harrison was elected President of the United States, and a little more than two years after the lectures Dr. Harris was appointed United States Commissioner of Education. It is a long story, but I am justified in giving the story in detail, because it is really the one great educational service that I have rendered.

Just after the election of Benjamin Harrison to the Presidency in November, 1888, the Boston Daily Advertiser had as its editorial leader a remarkable complimentary characterization of me as an educator and as leader of young Republicans. This was from the pen of William E. Barrett, editor and proprietor of The Advertiser.

The cause of this effusion is more interesting than important. I cannot resist the temptation to recite the circumstances. Mr. Barrett wanted to be speaker of the Massachusetts House of Representatives. We had not been friends. In the preceding Legislature, when he was chairman of the Ways and Means committee, which made him the leader of the House, I was promoting from the outside a bill for school supervision, which was the forerunner of the entire district system supervision of the state. Barrett fought the bill viciously, but from the outside I carried the

bill through gloriously. He congratulated me at the time and we were friendly. In the Somerville election—my home city—that November there was a political scrap on and the five members of the Legislature elected bore my label, in the political parlance of that day. All Boston papers characterized it as my victory though I was never a candidate for any office.

The day after the election Mr. Barrett called on me, saying: "I want those five Somerville votes for speaker. What do you want?" I replied: "I want to direct the educational legislation." There were important measures to come up, one of which relating to the Bridgewater Normal School was of supreme importance. The next day that remarkable and fateful editorial appeared in The Boston Advertiser. The day following the appearance of that editorial I received a letter from United States Senator George F. Hoar of Worcester enclosing that editorial leader from the Boston Advertiser, asking when I would have luncheon with him at Union Club on Park street, Boston. Things had moved very fast and fatefully for me in those three days. When Somerville voters went to the polls on that November morning I had everything at stake, simply because the "organization" had made me responsible for success or failure. Those were great days. I remember one crucial meeting when someone questioned my policy, a prominent business man said: "This is no time to discuss ways and means. If Winship tells me to stand on my head I shall do it!"

When the organization won William E. Barrett wrote that remarkable editorial which Senator Hoar read, and I was his guest at luncheon. In many ways they were my most eventful three days. They really nationalized me most unexpectedly, and those three days ultimately made William T. Harris United States Commissioner of Education. But to return to the main line from this detour.

Senator Hoar said that it was his ambition to see a New Englander as United States Commissioner of Education, a position that had always been held by a New Englander until the Cleveland administration, when it went to Georgia. He told me that he was sure that he and Senator Dawes would have no trouble in securing from the Harrison administration the appointment they desired, and he would depend upon me to select the right man, as I was evidently in a position to select a man who was both a Republican and an educator.

Dr. Harris could not be thought of in November, 1888, for he was an ardent Cleveland "Mugwump," and had written a series of articles for the New York Independent championing Grover Cleveland and denouncing the Republican policies. Up to the October before the election in November Dr. Harris had been viciously anti-Republican, and much as I prized him I knew that any suggestion of his name would be fatal for me as a Republican selected to name a United States Commissioner of Education for Senator Hoar to champion. A good many things had to happen between that November day at the Union Club luncheon with Senator Hoar and the late June day when President Harrison sent the name of Dr. William Torrey Harris to the United States Senate as appointed to the commissionership.

Up to the first Saturday in January, 1889, I had spoken to no one about the matter because I could think of no one in New England who appealed to me. On the first Saturday of January every year there was a luncheon of New England schoolmen at the Parker House in Boston. They were men prominent in the American Institute of Instruction. At that luncheon in 1889 I sat near enough to hear General Thomas J. Morgan, principal of the Rhode Island State Normal School, tell of his intimacy with General Benjamin Harrison and with the man who had managed his political campaign so successfully. Morgan had been a Captain in the regiment when Harrison was Lieutenant-Colonel, and the political manager had been Morgan's lieutenant. When Harrison became Colonel Morgan became Lieutenant-Colonel, and the manager became Captain. When Harrison became Brigadier General, Morgan became Colonel, and so the three men had traced one another for all the years of the war. I saw the situation clearly and whispered as I left the table before the speaking was over: "You can be Commissioner of Education." A few minutes later General Morgan followed me to my office greatly excited. He said he had never thought of any personal advantage that might come from his relation to the President and his manager, and asked how I had happened to think of it.

I told him of the luncheon with Senator Hoar. Morgan said he was quite intimate with Senator Dawes. He said he was quite sure that the Grand Army influence would be with him; that his friends would rally the entire Baptist fraternity, and also the friends of the Indian Commission, and I was sure I could rally a good many school men. It should be said that neither of us ever thought of that scheme again. It was the usual way that lazy men try to relieve themselves of the necessity of using their brains.

I informed Senator Hoar of my selection of a candidate for Commissioner of Education, and he was much pleased. He wanted me to go to Washington and see Senator Dawes, which I did, and he was greatly delighted, was sure that the entire New England delegation in the Senate would back up General Morgan.

General Morgan wrote the "manager" in Indianapolis, who arranged for General Morgan and myself to call upon the President the morning after the Inauguration, and while a vast array of persons were in line out on Pennsylvania avenue to Fourteenth street, General Morgan and I were enjoying the President all to ourselves. I shall never forget

the heartiness with which the President greeted his comrade in arms. He said that unless some insurmountable political obstacle got in the way it would give him the greatest pleasure to have General Morgan as Commissioner of Education. This was on the fifth of March, 1889. Soon after that the "manager" wrote that the President had made some inquiries and was sure that the appointment would give universal satisfaction.

Some weeks after that, I think about the middle of April, I received a telegram from General Morgan from Washington saying that he must see me at my office early the next day. He then told me that the President greatly desired that he accept the Commissionership of Indian Affairs; that there were very serious complications which no one but General Morgan could grapple with, but that both he and the President realized that I alone was responsible for bringing him into the game, and the change of plan would not be thought of without my hearty consent, and if the change was made the President would make any appointment to the Commissionership which I might suggest. Of course, I assured General Morgan that I would under no circumstances object to anything that he and the President might desire.

The next morning I was in Washington, and assured the President that I was not to be considered in the matter of the transfer of General Morgan, but the President insisted that I must select the Commissioner, which was only political fair play. I told him how greatly I desired the appointment of Dr. Harris, but unfortunately he was a "Mugwump," and had written a series of articles for the New York Independent, etc. He said that would not count at all in this case, and that he would, if necessary, make it a personal appointment so that it would not be charged up to the Massachusetts political quota. He would consult Secretary Noble, in whose department Dr. Harris would be, especially since Mr. Noble was a St. Louis man. He arranged for the secretary to come later, and I returned to meet him with the President. The secretary was greatly pleased, but reminded the President that Dr. Harris had been a rather active "Mugwump." The President remarked rather drolly: "I think he did little harm."

The next morning I was back in Boston and sent for Mr. Ames to come to my office. I told him what had happened. He was exuberantly happy, and when Charles H. Ames was happy he was radiantly happy. I wanted him to go to Concord and see if Dr. Harris would like the appointment. He brought Dr. Harris back to Boston on the return train, and they came to my office. Dr. Harris was greatly excited. He did not think it could possibly be true, because he was seriously troubled about the activity of his pen in the Cleveland campaign. He never sat at all, just walked back and forth with his hands behind him. Finally he said: "You have no idea how much this will mean to me. It will be the first official recognition I have ever had. If it comes it will mean so much to the Merriams," whose new International Dictionary he was editing. "If it comes true I'll be ready to say: 'Now lettest thy servant depart in peace.'" I had to impress upon him and upon Mr. Ames that no one must suspect it, for if the Republican leaders suspected it his "mugwumpery" might defeat all our plans. The President sent for him to come on to Washington, and he was advised to go to Europe, so that he could by no possibility be interviewed in case there was rumor that he might be appointed.

When the appointment was made neither Senator Dawes nor Senator Hoar objected, and Dr. Harris was promptly and unanimously confirmed. The New York Tribune and the Chicago Interocean, ardent Republican papers, alone criticised the appointment.

I could write much of his life, personal and professional, while he was Commissioner of Education, for I was, naturally, his confidant in emergencies. I have, for instance, a large scrap book which he made for me when one of the aspiring educators planned his undoing at the meeting of the Department of Education at Cleveland by a series of "editorials" in the Nation, the New York Evening Post, and otherwhere. Dr. Harris checked up on phrases common to all of the articles which he also found over the name of the aspiring educator. Dr. Harris wanted the whole thing exposed, but he wrote me that said educator had come to Washington and told him that he was "intellectually converted," and would ever after be a devoted follower, but I still have the editorial work of Dr. Harris.

After that Cleveland meeting I was threatened by a lawsuit for using copyright material. Dr. Harris went to the librarian at Washington and found that the articles in question were never copyrighted, and that it was a very serious offence to print "copyrighted" when it was not copyrighted, and if I desired he would have the Government get after the party responsible for the violation of law.

Times out of number in those years Dr. Harris took me into his confidence in a delightful way. Sometimes when I exasperated him he had a way of saying: "You mean well, I know that; but you have spoiled my plans in this case."

This was notably true in case of the Saratoga meeting of the National Education Association in 1892, when he had a few of the philosophically elite ready to capture the program. I had an editorial on "Elucidating and Eluctating Program," which really laughed the plan out of commission. He was greatly disturbed, and talked to me very seriously. He thought I should have consulted him in a case of that kind. Once when I wrote something that was a bit hazardous, he wrote me to go ahead, and if any financial trouble resulted he

would personally protect me from any loss.

It was an intensely interesting life I had in those days, but unfortunately the really fascinating incidents reflect on some one so that they cannot be referred to in detail.

It is a tragedy that the "synthetic philosophy" which he idolized jeopardized his influence because of the "Concord School of Philosophy," but it is a glorious achievement that as the United States Commissioner of Education he rescued himself from the tragedy which threatened.

There are those who confidently believe that they can rescue the philosophy which came so near wrecking his career. If they are able to do it no one will rejoice more than I.

ATHLETICS AND CONDUCT

HENRY S. CURTIS

State Director of Hygiene and Physical Education, Missouri

A few years ago I was giving a course at the Harvard Summer School and sat at table next to one of the instructors in ethics. He asked me what work I was giving, and I said I was giving a course in play. He remarked he guessed his subject and mine were about as far apart as possible. I said: "No, I have the practical side of your job."

We are coming to realize that a knowledge of principles does not guarantee that these principles are going to be adhered to. Mere knowledge often has little influence upon conduct. I have known men who came from uncultured families to college acquiring an A.B. and afterwards an M.A., and who still continued to say: "I done it," or "I ain't done it." Today we are paying less attention to the principles of formal grammar and are trying to get children to speak correctly from the beginning.

We have discovered also that the knowledge of physiology and the principles of nutrition often have little effect upon our way of living. There are many college graduates who still eat hot biscuits and fried meat two or three times a day, despite the teaching of physiology. We are beginning to put the emphasis upon the formation of health habits rather than the teaching of physiology.

Doubtless Loeb and Leopold knew that murder was wrong. Not every person who knows that it is wrong to lie always tells the truth. These habits are formed in the active side of life long before the business period begins. All of us have seen boys and girls playing croquet and slyly rolling the ball along with foot or skirt in front of the wicket. The boy or girl who has formed the habit of cheating in play has formed a habit that is apt to go with him into adult life. Probably there never was a person who cheated in business who had not cheated thousands of times before in games.

Athletics has direct relationship to personal virtue. Dean Briggs of Harvard says the greatest safeguard to the morals of Harvard students has been football. It was this social reason primarily that made athletics compulsory in the preparatory and public schools of England. According to the statistics of the Cleveland survey and the surveys of several other cities about 75 per cent. of all delinquency grows out of the misuse of leisure time. The greatest safeguard we can throw around our boys and girls is to give them interests that dominate these leisure moments. Temptations of sex lie very near the surface with most of us. When other interests are in abeyance and our work is done, they are apt to make their appearance.

The muscles are the organs of the will. A strong will is usually associated with strong muscles and a flabby will with flabby muscles. The habit of instant decision and instant action upon that decision which is absolutely necessary in such games as baseball, football, or basketball is the best possible training for dealing with temptations of all kinds. In temptations he who hesitates is lost.

Athletics lead to weariness and sound sleep at night. They are in a way a vicarious expression of the same fundamental emotions which may appear otherwise in vice.

Play and athletics lead to acquaintanceship, friendship and social accountability. Plato says in the Republic that none of us would be very trustworthy if we were invisible, but a person who is in a community where he is not known is practically invisible. He is not answerable to public opinion.

There is a third series of fundamental habits and mental attitudes which may be described under the name of sportsmanship. Sportsmanship is the direct descendant in modern life of chivalry. In the middle ages chivalry stood for four things, truthfulness, courage, courtesy, and loyalty.

Chivalry was undoubtedly the most effective method of teaching truthfulness that the world has ever seen. It was effective because of its code of honor and the demands of the order. When Fitz James comes upon Roderick Dhu on the mountain side, the latter springs up and says: "Thy name and purpose, Saxon stand." "A stranger!" "What dost thou require?" "Rest and a guide, and food and fire." "Art thou a friend to Roderick?" "No." "Thou darest not call thyself a foe." "I dare to him and all the band he calls to aid his murderous hand." Would any other code have led a man, surrounded by enemies who seek his life, to make such a declaration?

DeBois Guilbert says to Rebecca at Torquilstone: "Many a law, many a commandment have I broken, but my word, never."

It is true that sportsmanship, as it has been in this country, has not always taught truthfulness effectively. Men have sometimes lied about eligibility, and players have played under assumed names. This is because athletics with us have been under the control of the student body and they have not always realized just what sportsmanship was.

A second ideal of chivalry was courage. Athletics today is probably the most effective method we have of teaching courage, determination, manliness, grit and all those qualities which we speak of as virile.

We have much overemphasized the idea of winning. The training which comes to him who smiles in the midst of defeat is no less important. Not all the battles of life are victories. There is no other training in that Spartan spirit that fights on to the end in the midst of defeat like being a member of a losing football or basketball team.

Another virtue taught by chivalry was loyalty. The team game is the great school of loyalty everywhere. There is no other loyalty in modern life so intense as the loyalty of the members of the team to the team and the school. There is generally little loyalty in the school where there is no athletics.

But chivalry stood fundamentally for courtesy as well. Sportsmanship is today the school of the gentlemen in England. They say if you can train a fellow so he will be a gentleman to the end of a football game, he will be a gentleman all the rest of his life. This ought to be no less true in this country and everywhere that men of right ideals are in charge of athletics.

On the other hand, there is probably no other force that is quite so demoralizing as the coach who is hired to win games and who seeks to win at any cost; who teaches his men that it is all right to cheat if you don't get caught at it, and who does not realize the social and moral principles involved.

We are just sending out to all the high schools in the state of Missouri these rules of sportsmanship which we are asking the principals to frame and put up in every high school.

The first rule of sportsmanship is courtesy to your opponents; be a gentleman or lady and treat your opponents as gentlemen or ladies.

The second rule of sportmanship is to play the game according to the rules, to play fair.

The third rule of sportsmanship is to abide by the decisions of the umpire or referee without remarks or heckling.

The fourth rule of sportsmanship is to be a courageous loser and not to lose heart when the score goes against you. Play your best to the end. Have grit.

The fifth rule of sportsmanship is to be a modest winner, not to boast of your victories or "rub it in." Cheer your opponents.

Spectators should appreciate the good plays of opponents as well as of the home team. Show courtesy to opponents as well as support the team. Take pride in the spirit which the school exhibits.

Where there is good sportsmanship between contestants it leads to friendship and not enmity.

> "When the One Great Scorer comes
> To write against your name
> He writes—not that you won or lost,
> But how you played the game."

The greatest difficulty is always with the spectators. Parents should take an interest in this matter and see that good sportsmanship is praised and bad sportsmanship censured; that the grandstand is not continually demanding of players a type of play which violates all the standards of our civilization.

IT'S ALL IN THIS

EDGAR A. GUEST

It's all in this: a kindly deed,
A helping hand to one in need,
A cheering word, a smile displayed,
And thus another friend is made;
Another friend your worth to tell,
To think of you and wish you well.

It's all in this: a way serene
Too big to do an action mean;
Too wise to speak the bitter thing
Of narrowness which leaves a sting;
Respect for each man's creed or trade,
By this good friends are always made.

It's all in this: to put aside
The pettiness of pomp and pride,
To know that death must level all,
And that this span of time is small;
To deal with men, and at the end
To have them mourn you as a friend.

It's all in this: each life must be
Engraved at last in memory,
And you shall learn as you grow old
Life's joy lies not in fame or gold;
But, whether low or high the grade,
It's in the loyal friends you've made.

—Exchange.

THE ONE-ROOM SCHOOL IN COLFAX COUNTY, NEBRASKA

F. J. VOGLTANCE
Schuyler, Nebraska

The one-room rural school, the "Cradle of American Institutions," is the most friendless institution we have in America. The criticisms of it are too numerous to mention here. The object of its investigators most commonly is to disclose, to discover, often even to invent its weaknesses, and the only remedy prescribed is destruction, as if the more of them there were the worse, like fleas. It is often being stabbed even by those who are employed and whose duty it is to improve it. It has constant occasion to exclaim, "Et tu, Brute!" Its immortality causes one to think of Socrates. Teachers have confessed to me that they are ashamed to admit in "polite society" that they teach in a one-room rural school, because of the name it has. How can any one do his best work in any profession that he is more ashamed than proud of?

My experience with the one-room school has taught me to retain a warm spot for it in my heart. But it must not be understood that I do not also have a warm spot in my heart for the graded school, and can easily enumerate many sound, pedagogical advantages it has over the one-room school. It is needless to repeat them here, they are too well known to all; they have been published and republished, and announced and repeated in all campaigns and propagandas for consolidation.

In this article I shall mention some of the advantages the standard, well equipped, well managed, first-class one-room school has over the 100 per cent. graded school. By a 100 per cent. graded school I have in mind the school where there is no more than one grade or class in a room. In comparing these two "ideals" the one-room school has the following advantages over the graded school:—

First. Every pupil in this school hears and sees every other pupil recite, and learns from the experiences of others. Very often a pupil enters this school unable to speak a word of the American language, and before the end of the year speaks it and understands it. How did he learn it? Through the senses—looks, listens. After he learns the language by looking and listening he occasionally stops, looks, and listens, and learns things that are much easier to learn than it is to learn a new language. A pupil in a one-room school is in each grade practically as long as he is in that school.

Second. In a one-room school we promote pupils by subjects rather than by grades, which is the most natural method of promotion.

In my homely investigations I find that very often children in the same family do not learn to speak at the same age; some are able to say as much at the age of one year as are others at the age of three or four, even six years. Nor are all children in the same family equally bright in different lines.

A school contains pupils from different homes, different nationalities, even different races. Mental tests show that about ten per cent. of school children are exceptionally bright, about ten per cent. exceptionally slow. The one-room school does not repeal these laws of nature, and promotes according to the pupil's ability.

Third. In a one-room school no two classes recite at the same time, and a pupil may be permitted to recite with as many classes as he is able to. Progress is natural, no hindrance. Montaigne says: "Most commonly the authority of them that teach, hinders them that would learn."

Fourth. The fact that a pupil is often left to dig out his own problems alone develops independence of thought, self-reliance—makes a self-instructor of him. In the small schools individual instruction is given, the best and most aristocratic of all methods of instruction.

Fifth. It may be easier to safeguard the morals of children in a small school than it is in a large one.

Sixth. The inconveniences surrounding the average rural school prepare the child for the battles of life. Mind and body are developed by use, not by idleness and ease. It is the wind and storm that seasons the oak.

Enemies of the one-room school tell us that there is a larger percentage of "Who is Who's" from the city, town and graded schools than there is from among those who receive their early training in rural schools.

Friends of the one-room school quote to us from the Emergency Commission of National Education Association Bulletin four, page 3, which says: "A reliable authority estimates that five-sixths of the ministers, six-sevenths of the college professors of the entire country, three-fourths of the men in authority in city churches, and about the same proportion of the influential men of affairs in the city—merchants, manufacturers, bankers, lawyers—were born and reared in rural regions. Twenty-six of the Presidents of the United States were country boys."

The fact that a rural school might be poorly equipped, have a short term, poor teacher, irregular attendance, etc., is not the fault of the school, it is the fault of those who manage it.

In Nebraska we have laws which require each district to have a certain number of months of school, require pupils between the ages of seven and sixteen to be in school a certain length of time, require the School Board to keep the school properly equipped, etc., etc. When the laws are not complied with we know

whom to hold responsible. The quantity and quality of equipment in the school here depends upon the enthusiasm of the teacher and the director, sometimes on the county superintendent.

The county superintendent in this county has tried to visit each school at least twice each year for the past seventeen years. He has no assistance in the office, attends to every detail of the work alone,—"single handed," literally,—busy twelve months during the year. Salary $2,520.

The question is often asked, why are there no consolidations in Colfax County, Nebraska? Answers to this question are numerous:—

First. The people here, in general, have built, equipped, and maintain their one-room schools in such a way that they know little about the general criticisms of it that seem to be common elsewhere. In the fifty-three one-room schools in the county, in addition to the necessary textbooks, etc., are four pianos, twenty phonographs, thirty-two organs, seven telephones, two have electric lights, eleven have adjustable seats and desks, thirty-six have proper-sized single seats, six have double seats. All but two schools now have from one to five sets of good reference works. Four now have the Compton's Pictured Encyclopedia, and more are expecting to buy it before the close of this year. All have some library books. Very few now need better wall maps, better globes, better buildings. Six have basement furnaces, one steam heat. Very few of the smallest schools are heated with the same kind of stoves that the homes are heated with. Only one rural school here has less than one acre of playground; some have two acres. There are fourteen standard schools in the county; two more expect the plate soon. Many are standard in equipment, etc., but fail to earn the plate because of the first-class Pullman method of lighting. No district has less than nine months of school; no teacher has less than the equivalent of a four-year high school education. The janitor work in practically all these schools is of the best type. Neat shades and white curtains on the windows; good pictures on the walls; oiled floors, or sweeping compound is used; wash basins, towels, mirrors, etc., in their proper places; and practically everything else on the inside of a large majority of these rural schools is as orderly and comfortable as it is in the town schools below the high school. Our Red Cross nurse plays a very important part in the way of informing and encouraging teachers and pupils in neat and tidy rooms.

Second. The average age of rural eighth grade graduates who are regular in attendance is lower here than it is of the town pupils. The average age of all rural graduates is substantially the same as it is of the town graduates. The percentage of eighth grade graduates from the town schools, based on school census, is slightly higher than it is from the rural districts, for a period of years.

In 1923 the school census of the six town districts was 1,994; in the rural districts, 1,993. The six town schools promoted 114 pupils from the eighth into the ninth grade; the rural schools graduated 117 from the eighth grade. In the four accredited high school districts the teachers promote their own pupils, while the rural school pupils write on the final state eighth-grade examinations in fourteen subjects, away from their home school, among strangers, and their papers are graded by impartial judges.

Our rural school graduates do as good, if not better, work in the high schools as do town graduates.

I have before me, December 11, 1924, the "Honor Roll" of the Schuyler High School for the second six weeks' term. It contains the names of 88 pupils whose average grade is not below 87 per cent. On this roll are thirty-two rural school graduates out of the seventy-eight enrolled in this high school, or over 40 per cent. of them. The remaining fifty-six are from among the 188 resident pupils, or about 29 per cent. The rural school graduates have an advantage of 11 per cent. on this honor roll. This is not an exception in the county.

Schuyler is a Class A high school district with thirty teachers and 266 pupils above the eighth grade—the largest school in the county.

There are six town and two rural schools in the county qualified to collect tuition under the Free High School Law.

The fact that all rural school graduates do not enter high school is not the fault of the one-room school. The school itself is responsible only for doing its work well with the pupils who are in it, and preparing them well for the next higher grade.

The largest one-teacher school in the county had an average of forty-seven pupils enrolled during the past seven years, and graduated forty-two pupils from the eighth grade during that time. The teacher in this school is a married man, holds a professional life certificate, and was in the school for over ten years. The school is standard.

This shows what a large one-room school can do when properly equipped and properly managed.

If time and space would permit more instances of such good work could be mentioned.

The average number of pupils to a one-teacher school in the entire county now is eighteen, six grades. The smallest school has six pupils, the largest now has thirty-nine.

According to the records in the county superintendent's office the largest number of pupils of school age in this county was 4,565, in 1898. In 1924 it was 3,945. The loss of the 620 pupils was in the rural districts. The towns are growing and the rural communities are

losing. The population is slowly growing since 1898. In 1900 the population of the county was 11,211; in 1920, 11,624.

Third. Since there is practically no difference between the ages and numbers of eighth grade graduates from the town and rural schools, nor in the quality, the main advantage in a consolidated district would be the high school. Is that difference worth the additional cost in Colfax County?

This county contains about 410 square miles, sixty school districts, and eighteen pupils to a one-teacher school. Consolidating five districts would take in about thirty-four sections of land and about ninety school children, not including those who are of high school age. It is claimed that it would be poor business to maintain and operate a good school building, teacherage, light and water plants, transportation facilities, more good roads and bridges, etc., etc., for this small number of pupils it would benefit. A high school in such a district would not be more than a one-course high school, and all pupils might not be interested in that course. The four standard high schools in the county now offer about six different courses: Normal training, commercial, college preparatory, domestic science, manual training, agriculture.

The average tax in the one-room school districts for the school year 1923-1924 was two-and-a-half mills, based on the total assessed valuation; in the two and three-teacher schools it was two-and-three-quarters mills; in the four high school districts the average was 11.9 mills. About 67 per cent. of the farms here are occupied and farmed by owners. It can easily be seen how unprofitable it would be for them financially to join a high school district. Many claim that it costs less to pay a pupil's board and room in town for four years than it would cost to pay the high school tax all the time. One is voluntary, the other compulsory.

There is an automobile to every four people in the county. The complaint in cities and towns now is that that too many city or town resident high school pupils drive automobiles for mere pleasure. Why wonder at the farm pupil who drives a car to and from the high school because of mere necessity? Many do it at less expense than it would be to pay board and room for four or more years, or the high school tax all the time. They like it this way, and might turn into bitter enemies of our schools if compelled to accept the other condition. The greatest asset the public school has is the good will of the people.

Fourth. It is claimed by some that four standard high schools in as small a county as this is enough.

Whenever a vote on consolidation was taken in this county the proposition was defeated almost "16 to 1."

A one-room school in order to do its best and most work must be much better equipped than is the city grade school. High class equipment is the teacher's best assistant. The best equipment is not expensive in the small school because of its long life; in the large school the per capita cost is low.

Among other things here we recommend that each beginner read at least three different primers, three different first readers, and about three second readers. The more primers and first readers a pupil reads the first one or two years of his school life the better.

We also recommend that the blackboards be at last four feet wide, slate. District No. 11 has a five-foot blackboard. These boards must be low enough and also high enough in order to accommodate pupils of all sizes—and we want plenty of them.

A rural school must be equipped and managed as a rural school, not as a city school. In the larger school teachers must learn to train their pupils to drill themselves. In the small schools they must learn to give individual instruction, accommodate individual differences. The average beginning teacher knows what children should be before she knows what children really are. The small school gives the teacher an opportunity to "find them out," and if she stays in the same school for any length of time, all benefit by it. The average city school teacher gets a room full of new pupils each year. Changes of teachers in the 100 per cent. graded school are more regular and more "deplorable" than they are in the average rural school, regardless of how long a teacher remains in the same school. Semi-annual promotions double the changes of teachers.

There is not much playground apparatus on the rural school grounds in this county. Experience has taught me that there is more harm done to it during the summer vacation than during the nine months school is in session. Playing games contains more educational value and often more physical exercise than can be got out of the average apparatus. We believe that some of this education through plays and games is as important as is classroom instruction. The highest priced things in these schools are not always the most valuable.

Let the one-room school be properly housed, properly equipped, properly taught, in session as many days as is the town school, and the criticisms of it will be more a matter of opinion than of fact.

There are two very general types of mind, the physical and biological, the material and the human, the regular, formal, exact, and the irregular, the informal, the atmospheric, the vital.—Charles F. Thwing.

MERIDEN, CONNECTICUT

DAVID GIBBS

[Article in local paper.]

The net cost per child for maintenance and operation in the public schools in 1924 was $97.40, which is exactly $1.42 less than in 1923.

In 1922 the schools expended 37.5 per cent. of the total city expenditures for all public purposes. In 1923 and 1924 only 33.7 per cent. of the total expenditures were for schools.

The total increase in the budget for 1925 is $18,173.87, which is considered very low in view of the important changes and additions to teaching staffs that must be made in instruction and in the care and maintenance of buildings during the year.

Of more than passing importance is the following, published in the current municipal report, and indicative of the view taken by the school committee with regard to public cooperation in the operation of the schools:—

"The progress and efficiency of the schools have a very close relation to the homes and the public.

"Every adult, whether father, mother, neighbor, merchant, employer, professional man or public officer, contributes his share to the upbuilding of the civic and moral atmosphere of the community.

"What he or she thinks or does influences some child for good or evil. If a child is disobedient, disrespectful, dishonest and indolent at home, the schools cannot of themselves make him into a law-abiding, loyal, honest and industrious citizen.

"If any considerable portion of the adults of the city do not show respect for law and order, and for the officials of the government, the schools cannot of themselves successfully overcome the influence of these sentiments and actions in the minds and conduct of the child.

"If the citizens allow, approve or otherwise support in public places, activities and recreations that have been detrimental or degenerating civic and moral influences, they thereby tear down to a large extent the constructive civic, moral and spiritual influence of the homes, the schools, the churches and the upbuilding organizations of the community.

"We cannot successfully build a house by having one group of workers digging away the foundations while others are building the upper structure.

"The schools cannot accomplish the purposes for which they are maintained until they have the best moral and spiritual, as well as financial support of the people."

GEORGE WASHINGTON

THOMAS JEFFERSON

President Coolidge has appointed a commission to make proper preparations for the observance in 1932 of the second centennial of the birth of Washington, and asks the country meantime to consider more seriously and definitely Washington's life, character, and unparalleled service.

The most memorable estimate of the mind and character of Washington is that by Thomas Jefferson, the greatest of Washington's contemporaries, save perhaps Franklin, the author of the Declaration of Independence, a fellow Virginian, the head of Washington's cabinet, and his close friend for almost a lifetime. Jefferson was the ablest writer among the statesmen of the time, with a mind as penetrating as it was just. This delineation of Washington was a frank and spontaneous word in a letter written from Monticello, January 2, 1814, to Dr. Walter Jones of Virginia. Dr. Jones had written an able essay on parties in the United States, and he proposed to prepare another. In respect to one of the topics of this essay, he expressed the doubt to Jefferson which is answered in the following letter:—

"You say that in taking General Washington on your shoulders, to bear him harmless through the federal coalition, you encounter a perilous topic. I do not think so. You have given the genuine history of the course of his mind through the trying scenes in which it was engaged, and of the seductions by which it was deceived but not depraved. I think I knew General Washington intimately and thoroughly; and were I called on to delineate his character, it should be in terms like these.

"His mind was great and powerful, without being of the very first order; his penetration strong, though not so acute as that of a Newton, Bacon, or Locke; and as far as he saw, no judgment was ever sounder. It was slow in operation, being little aided by invention or imagination, but sure in conclusion. Hence the common remark of his officers, of the advantage he derived from councils of war, where hearing all suggestions, he selected whatever was best; and certainly no general ever planned his battles more judiciously. But if deranged during the course of the action, if any member of his plan was dislocated by sudden cir-

cumstances, he was slow in a re-adjustment. The consequence was that he often failed in the field, and rarely against an enemy in station, as at Boston and York. He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose, whatever obstacles opposed. His integrity was most pure, his justice the most inflexible I have ever known, no motives of interest or consanguinity, of friendship or hatred, being able to bias his decision. He was, indeed, in every sense of the word, a wise, a good, and a great man. His temper was naturally irritable and high-toned; but reflection and resolution had obtained a firm and habitual ascendency over it. If ever, however, it broke its bonds, he was most tremendous in his wrath. In his expenses he was honorable, but exact; liberal in contributions to whatever promised utility; but frowning and unyielding on all visionary projects, and all unworthy calls on his charity. His heart was not warm in its affections; but he exactly calculated every man's value, and gave him a solid esteem proportioned to it. His person, you know, was fine, his stature exactly what one would wish, his deportment easy, erect and noble; the best horseman of his age, and the most graceful figure that could be seen on horseback. Although, in the circle of his friends, where he might be unreserved with safety, he took a free share in conversation, his colloquial talents were not above mediocrity, possessing neither copiousness of ideas nor fluency of words. In public, when called on for a sudden opinion, he was unready, short, and embarrassed. Yet he wrote readily, rather diffusely, in an easy and correct style. This he had acquired by conversation with the world, for his education was merely reading, writing and common arithmetic, to which he added surveying at a later day. His time was employed in action chiefly, reading little, and that only in agriculture and English history. His correspondence became necessarily extensive, and, with journalizing his agricultural proceedings, occupied most of his leisure hours within doors. On the whole, his character was, in its mass, perfect, in nothing bad, in few points indifferent; and it may truly be said that never did nature and fortune combine more perfectly to make a man great, and to place him in the same constellation with whatever worthies have merited from man an everlasting remembrance. For his was the singular destiny and merit, of leading the armies of his country successfully through an arduous war, for the establishment of its independence; of conducting its councils through the birth of a government, new in its forms and principles, until it had settled down into a quiet and orderly train; and of scrupulously obeying the laws through the whole of his career, civil and military, of which the history of the world furnishes no other example.

"How, then, can it be perilous for you to take such a man on your shoulders? I am satisfied the great body of Republicans think of him as I do. We were, indeed, dissatisfied with him on his ratification of the British treaty. But this was short lived. We knew his honesty, the wiles with which he was encompassed, and that age had already begun to relax the firmness of his purposes; and I am convinced he is more deeply seated in the love and gratitude of the Republicans, than in the pharisaical homage of the federal Monarchists. For he was no Monarchist from preference of his judgment. The soundness of that gave him correct views of the rights of man, and his severe justice devoted him to them. He has often declared to me that he considered our new Constitution as an experiment on the practicability of republican government, and with what dose of liberty man could be trusted for his own good; that he was determined the experiment should have a fair trial, and would lose the last drop of his blood in support of it. And these declarations he repeated to me the oftener and more pointedly, because he knew my suspicions of Colonel Hamilton's views, and probably had heard from him the same declarations which I had, to wit, 'that the British constitution with its unequal representation, corruption, and other existing abuses, was the most perfect Government which had ever been established on earth, and that a reformation of those abuses would make it an impracticable Government.' I do believe that General Washington had not a firm confidence in the durability of our Government. He was naturally distrustful of men, and inclined to gloomy apprehensions; and I was ever persuaded that a belief that we must at length end in something like a British constitution, had some weight in his adoption of the ceremonies of levees, birthdays, pompous meetings with Congress, and other forms of the same character, calculated to prepare us gradually for a change which he believed possible, and to let it come on with as little shock as might be to the public mind.

"These are my opinions of General Washington, which I would vouch at the judgment-seat of God, having been formed on an acquaintance of thirty years. I served with him in the Virginia Legislature from 1769 to the Revolutionary War, and again, a short time in Congress, until he left us to take command of the army. During the war and after it we corresponded occasionally, and in the four years of my continuance in the office of Secretary of State, our intercourse was daily, confidential, and cordial. After I retired from that office, great and malignant pains were taken by our federal Monarchists, and not entirely without effect, to make him view me as a theorist, holding French principles of

government, which would lead infallibly to licentiousness and anarchy. And to this he listened the more easily, from my known disapprobation of the British treaty. I never saw him afterwards, or these malignant insinuations should have been dissipated before his just judgment, as mists before the sun. I felt on his death, with my countrymen, that 'verily a great man hath fallen this day in Israel.'

"More time and recollection would enable me to add many other traits of his character; but why add them to you, who knew him well? And I cannot justify to myself a longer detention of your paper.

"*Vale, proprieque tuum, me esse tibi persuadeas.*

"Th. Jefferson."

ESSENTIALS OF AN EDUCATION

CHESTER H. ROWELL

[Syndicate article.]

"Back to the essentials" is the newest school slogan in reaction against "fads," But what are the essentials? "Reading, writing and arithmetic," of course. Anyone who thinks with his memory knows that, without thinking.

Suppose we try thinking with something else than memory. We remember that reading was once the key to knowledge, writing to expression and arithmetic to business.

Still earlier, we remember that Latin was once the key to enlightenment. So the tradition-minded still make it the centre of all higher education, five generations after it had ceased to unlock any door not already open.

Are the "three r's" much different? Reading? Once it was the only means of receiving information beyond the small circle of personal contact. Now the radio threatens to make hearing words as important as seeing them.

Writing? You talk to a dictaphone and your stenographer types it.

Arithmetic? A cheap machine does it better. Reading, writing and arithmetic were never of value in themselves. They were merely means to other ends. Now there are other means to those ends, and there are more ends.

The educated man of the future will doubtless still need to know among other things, how to read. Writing and arithmetic are already in the doubtful class.

Tennessee re-establishes the inquisition. It is now against the law of that state for any teachers, even in the universities, to teach evolution.

The governor explains that this law does not contravene either the freedom of religion or the separation of church and state.

Perhaps not. But it does contravene something else quite as essential. That is freedom of teaching.

Human progress is impossible if any other authority than knowledge itself can impose its dictation on the investigation and teaching of the truth. When Christianity imposed that for a thousand years, Christiandom stagnated.

Because Mohammedanism still imposes it Mohammedanism stagnates.

If politics were to impose it, as our superpatriots are trying to do in history and our reactionaries in economics, free government would stagnate. Unless the outposts of knowledge are free, other learning soon ceases to be knowledge or truth.

Freedom of learning and teaching is the foundation of all other freedom. If scholars in Tennessee are required to conceal from students the results of scholarship elsewhere, scholars will leave Tennessee.

And if the young people of Tennessee are forbidden to know the unanimous conclusions of twentieth century investigation, they will not be twentieth century people.

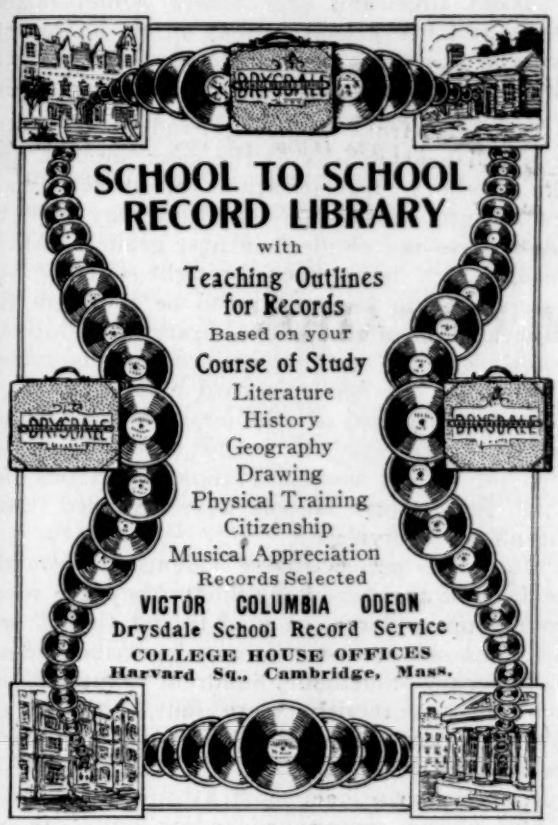
Most of the knowledge and progress of the world have been due to a very few generations of its history. What was the matter with the rest? One generation is as intelligent as another. Why does one learn much, and the others nothing?

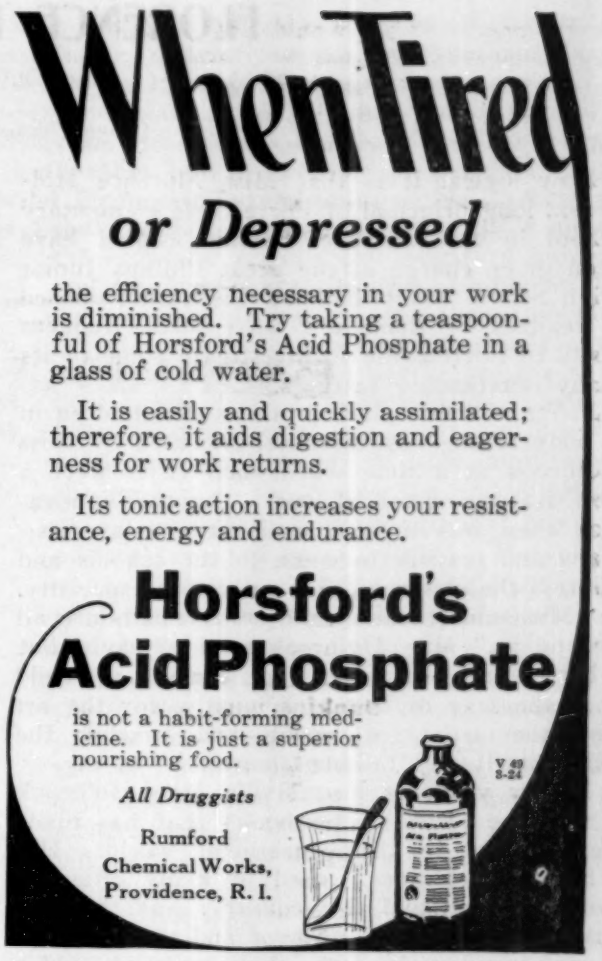
A papyrus has just been deciphered in Egypt which shows a knowledge of medicine such as the world did not possess again for 3,000 years. Priestly orthodoxy stagnated the promulgation of that knowledge.

Aristotle, a few centuries later, laid the foundation of both science and philosophy. His successors were interested in the philosophy, and carried it on usefully for over 2,000 years. They were not interested in the science, and it stopped where Aristotle had left it until almost yesterday.

For a thousand years after Roman freedom ceased, thought was not free, and the world learned nothing. Then, in one or two generations, it woke up, and the miracle of the renaissance illuminated the darkness. Our own grandfathers discovered that physical things were worth knowing, and the physical conditions of life were revolutionized more in two generations than they had been in 20,000 years.

When thought is free and knowledge is regarded as worth while, the world leaps forward. At other times it stands still, or worse. The Tennessee legislature would, if it could, return us to the stagnant ages.

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is not a habit-forming medicine. It is just a superior nourishing food.
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THE EDINBURGH MEETING

The program for the meeting of the World Federation of Education Associations in Edinburgh, Scotland, guarantees an epoch-making meeting, a notable launching of a noble world movement. Dr. Augustus O. Thomas, state commissioner of Maine, president of the Federation, has demonstrated that his vision in the creation of the World Federation of Education Associations was one that can be realized.

The Americans on the program are: Miss Olive M. Jones, New York City; Miss Julia Wade Abbot, Philadelphia; Miss Sally Lucas Jean, New York City; Milton Fairchild, Washington, D.C.; Mrs. Cora Wilson Stewart, Frankfort, Ky.; Dr. Henry Noble MacCracken, Dr. Arthur Dunn, Washington, D.C.; Dr. W. B. Owen, and Dr. N. D. Showalter.

The two outstanding features of the meeting as a world affair are international relations, which will be directed by Dr. E. J. Sainsbury, and world illiteracy directed by Mrs. Cora Wilson Stewart.

The subjects of universal interest which will be magnified in every country according to its local needs and purposes are to be elementary education, secondary education, college education, and the preparation of teachers. Health education and character education will receive much attention.

The session will open on Monday, July 20, and the valedictory meeting will be on the afternoon of Monday, July 27.

Naturally and most fittingly the chief speakers will be from Scotland and England. Then follow speakers from Japan, China, France, India, Germany, and Italy. The United States will have a large delegation of distinguished educators, and no one can estimate what it will mean to America to have these eminent leaders intimately associated for eight days with the world's most notable leaders of England and Scotland.

Education is not a mere veneer, a garment which is added on to man's life, but that which comes out from man, a quality which emerges from man—it is the art of life, the interpretation of life, it is the sense of the wholeness, the fullness of the human personality.—Spencer Miller, Jr.

FLORENCE HOLBROOK

GRACE R. CLARK

[From Chicago Tribune.]

How logical it is that Miss Florence Holbrook, long principal of Forrestville elementary school in St. Lawrence avenue, should have been given charge of the great Phillips Junior High School when that new institution opened is realized by those who have made frequent visits to Forrestville to investigate some of its many outstanding features.

First, was that plan of taking the children in a body to the Art institute, executed by Miss Holbrook at a time when such visits were a new feature of school work. Another innovation then was inviting eminent artists, musicians and readers to come to the schools and address the children—each in his own specialty.

"Museums, theatres, and concert halls are all around us," Miss Holbrook used to say, "but what use are they unless you can get the child into the way of having sympathy for the art and the artist, of seeing and hearing the thing itself and talking about it?"

In her years at Forrestville Miss Holbrook wrote the series of textbooks that has made her famous in the educational world. Her "Hiawatha Primer," used in many cities of both England and this country, was the first primer with a literary flavor and to appreciate it one needs take only that one look which may be obtained in the public library. So fascinating is it to see a picture of old Nakomis coming out of her wigwam and to read: "This is Hiawatha's grandmother," instead of "I see a cat," that it makes one want to go back and live primer days over again. One agrees with Miss Holbrook that "the children's time in school is so short that you can't begin to get the good things to them any too quick."

That this principal must have worked nights and vacation time to accomplish just what she says in the above sentence is obvious, for she has put tales from mythology, Indian legends of birds and beasts, lives of the cave, mound, and lake dwellers, dramatizations of nursery classics all into such shape that they may well be a delight to the children in first grades. All of these, which have been brought out by the best publishing houses, are to be found in the Hughes room of the public library and Florence Holbrook is an author who commands inches of space in the library's card catalogues.

Now as principal of a junior high this teacher has no more need to write textbooks. Her new job is to correlate those activities for which junior high schools have provided. And doesn't she correlate?

"Let the pupils make valentines for the children of the parental school; they are away from home and will be glad to get them," was the word she sent to the art department early in February, and four hundred beautiful lace and Cupid confections were sent, with the result that heartfelt replies of thanks have been received up to date.

Learning to use its most astounding feature, a fine library, is one of junior high schools' requirements—that is, the pupil must know how to use it as a reference library, from the librarian's standpoint. Onto this system Miss Holbrook has grafted a clipping bureau department, the clippings to be gathered by the children, who each take a subject and follow it up through a set period of news reviewing. This collection when finished is edited by the teacher and that part which has not been deleted is pasted on cards which are bound with cloth strips in pairs to open in book fashion. The pupil's name is added to his card and the folders are to be bound according to subjects in loose-leaved ledgers, which are to be kept as reference material.

BEST AMERICAN HISTORICAL STUDY OF 1924

Frederick L. Paxson's "History of the American Frontier 1763-1893" has just been awarded the Pulitzer prize of $2,000 for the best historical study published in 1924. This book, which was published last fall, has received much favorable comment from historical students and laymen alike, and has already become one of the standard textbooks in its field. The Pulitzer prize award has given public confirmation to the meritorious qualities of Professor Paxson's book.

Professor Paxson was born at Philadelphia in 1877. He attended the University of Pennsylvania, receiving his Bachelor of Science degree in 1898. In 1902 he obtained an A. M. from Harvard, and the next year a Ph.D. from his Alma Mater. Paxson's rise in the teaching profession has been unusually rapid. Starting in 1899 as an instructor of history in secondary schools he became in 1903 assistant professor, and in 1904 full professor of history at the University of Colorado. From 1906 to 1910 he taught at the University of Michigan, and since then has occupied the chair of American history at the University of Wisconsin. Professor Paxson is also a Research Associate of the Carnegie Institute, and has been summer session lecturer at the Universi-

ties of California, Chicago, and Pennsylvania. During the World War Professor Paxson was attached to the historical branch of the general staff and performed notable service in accumulating data and writing reports for the official staff studies in the history of the war.

The list of published works to Professor Paxson's credit is impressive in number and quality. Besides the "History of the American Frontier" he is author of "The Independence of the South American Republics," "The Last American Frontier," "The Civil War," "The New Nation," "A Guide to the Materials for United States History since 1783 in London Archives" (with C. O. Paullin), the monographs "Economic Mobilization for the War in 1917" and "Economic Agencies for the War of 1917," "Recent History of the United States," as well as a host of miscellaneous reviews and papers. He was also editor of the War Encyclopedia published by the Committee of Public Information in 1917.

The "History of the American Frontier" (Houghton Mifflin Company) is the first attempt to tell the complete story of the frontier. This aspect of the development of our national character has not hitherto received its proper share from historical students and writers. Concerning the relative importance of the frontier in American history Professor Paxson says: "I possess the firm conviction that the frontier with its continuous influence is the most American thing in all America. In future generations we may perhaps become an amalgam of the European races and lose the advantage of a fresh continent, but we shall still possess and be shaped by a unique heritage."

Professor Paxson takes as his starting point the year 1763, signalized by the futile effort of the crown to restrain the westward movement and dating approximately the attainment of the Appalachian watershed. He then summarizes the story of the frontier and its steady onward march, south, west, and north until the natural boundaries of the continent called a halt. He describes the epic of the Indian and his losing battle, the struggle for internal improvements, the gold rush, the acquisition and distribution of public domain, and the gradual completion of the transcontinental railroad. The influence of the frontier on politics is well handled, particularly in the development of Jeffersonian and Jacksonian democracy.

The "History of the American Frontier" is the first complete story of a movement of people unparalleled in all history, a movement that had a profound effect on the development and character of the American people. It is a story epic in scope and authoritative in detail, and one that in Professor Paxson's telling reflects the greatest credit on American historical writing.

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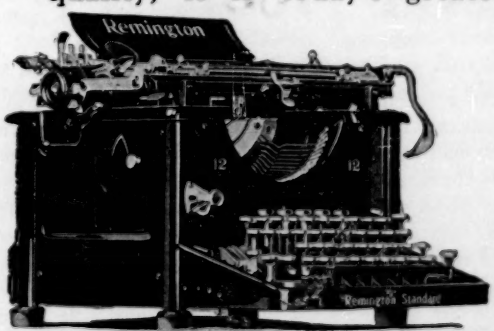

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EDUCATIONAL FORUM

OXFORD COLLEGE HEADS.

[By the Associated Press.]

The twentieth century fashion of raising young men to high places has as yet found no champions in Oxford. The average of the present heads of colleges is just under seventy years, despite a number of recent elections. A master once lived to somewhat over one hundred, and several heads are now well on in the eighties.

The duties of an Oxford College head are neither onerous nor agitating. He personally admits all new undergraduates into his college, invites them to breakfast once a year, and besides that sees very little of them. Heads of colleges are not called upon to teach or to lecture, they do not speak at Rotary Club lunches, or indulge in frenzied financing campaigns.

Curiously enough, these men who have so little to do in managing their respective colleges, have everything to do in the administration of the university. While they dispute with the university and deny its powers and authority and object to its schemes, the fact remains that they are for all practical purposes, the university themselves. Meeting in solemn and heavy conclave called convocation, they transact university business, choose the university proctors and elect one another in turn to the office of vice-chancellor, an annually created office analogous to the presidency of a great American university.

Convocation meets with much ceremony in a room where no artificial light is permitted, and its meditations cease with the coming of darkness. As it is an afternoon function, much more business is transacted in the lighter months than in winter.

The headship of a college is a life job, regulated only by the statutes. Here a life job is a long job, some of the present heads having held their places for nearly forty years. The average age of the present heads at the time of their selection was a little over fifty years. Older and older men are being selected, most of the recently elected heads having passed sixty years of age.

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Twenty-two of the members of the Faculty of George Washington University are Harvard graduates. Professor Charles E. Monroe, professor of Chemistry emeritus and dean emeritus of the School of Graduate Studies, is one of the oldest living graduates. He took his S. B. in '71.

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A school in Southampton, England, has its playground on the roof. The fact that the sailing of great ocean liners from this port can be seen from the roof is made to contribute to the study of practical geography. On a large map painted on the roof, miniature vessels follow the course of the seagoing ships to all ports of the world, and from this an elaborate geography scheme, based on actual observation, has been built up.

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The Curtis High School, New York, has worked out the following declaration:—

We, the students of Curtis High School, in order to uphold our motto of "Courage, Courtesy and Culture," deem it necessary to maintain a code of Curtis ideals for ourselves and our successors:—

Courtesy in deeds, thoughts and actions.

Unity in our student government.

Respect for ourselves, our faculty and our school.

Tenacity in our athletics and in our studies.

Intelligence in our scholarship.

Service to our fellow-students, to our school and to our country.

—o—

A committee of high school teachers in New York City, engaged in a study of character building, asserts that there must be much more than codes and class instruction. School life must be organized "so that pupils may practice the virtues we teach them" and there must be provided "definite, intelligible, and as far as possible, scientific methods of measuring character attainment."

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DEMOCRACY DEMANDS EDUCATION.

Education is the chief business of a democracy, for upon education alone depends the preservation of national institutions and the perpetuation of national ideals. And of that education, whether academic or vocational, it seems obvious that the first essential is training for citizenship. In any republic where the destination of the nation is subject to popular direction the full fruition of civic, industrial and social activity is dependent upon the intelligence and ideals of individual voters.—Professor LeRoy A. King, University of Pennsylvania, in a report to Governor Pinchot.

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Seven hundred publications of the Interior Department, Bureau of Education, are now available for distribution. A few of them may be obtained without cost by addressing the Commissioner of Education, Washington, D. C., but in general they must be purchased at nominal prices from the Superintendent of Documents, an officer of the Government Printing Office. A new "List of Available Publications" has just been issued, which shows the status of each document and the method by which it may be obtained.

These publications cover the entire field of educational effort. The most numerous class are the "bulletins," written by recognized authorities in the respective fields. The issue of the Bureau of Education from 1867 to the present comprises a most valuable contribution to the literature of educational science and practice.

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Enormous quantities of wood alcohol are used in this country in painting and other industries. The investment in the wood distillation industry exceeds $100,000,000. An address at the recent session of the American Chemical Society showed that this industry is liable to extinction because the Germans are making synthetic methanol (wood alcohol) from water gas and shipping it into this country in large quantities at prices with which the distillation process cannot compete. The only safeguard against similar disaster is liberal support of scientific research.

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NOT SO BAD.

[Exchange.]

At a recent session of Naturalization Court among the applicants for citizenship papers was an Italian fruit dealer, who had built up a good business during his two years in this country, but who had failed to make a study of American history and institutions. As a result he failed miserably and was told by the Judge to study American history and return next year. How many States there are in the Union and how many stars there are on Old Glory had been the questions on which his failure was based. Halfway to the door the candidate suddenly hit on an idea. Turning to the Judge, he shouted out: "Judge, canna you tella me how many banan there are in a bunch?" "I can't," replied the Court. "Wella, I know my business and you know your business, so why not give me my papers?"

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

THE SCHOOL SURVEY. A textbook on the use of School Surveying in the Administration of Public Schools. By Jesse B. Sears, Leland Stanford Junior University. Cloth. 440 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

"The School Survey" is the most vexatious phase of school life today. We confess that we dread to see those words. There is certainly need of it, but its abuse has been so great, its misuse so frequent, that we shudder at the thought of it.

This book of Jesse B. Sears brings together so many results with no apparent effort to promote propaganda, that it is quite consoling. He appears to believe in surveys, assumes that others believe in them. He appears to think that surveys have been "scientific inquiries" and presents a limitless array of figures with a confidence that is quite surprising. We can say reverently: "Almost thou persuadest me" that this book on "The School Survey" is worthwhile.

Seriously we are convinced that it has been worthwhile to have such a study of surveys made, and what is more to the point that the book is worth using in any class of student teachers.

The author has refreshing faith in this sort of educational activity. We can but wonder if he knows how many surveys have never been published because the revelations displeased some one. We can but wonder if he knows how many so called surveys are made for the mere purpose of promoting some propaganda.

Recently a well organized group of devoted expert public school men wanted a survey in their state and asked about help from a great educational financial body and were told definitely that they would only survey for the purpose of promoting their special brand of scholastic theory. A survey is often like expert testimony in court, where you can prove anything of Leopold and Loeb, if you pay for it.

We are pleased to say that we more than half believe that some real service is rendered by School Surveys even if we are not half ready to think that the term "survey" has any right to be used considering the propaganda use of the reports made to order.

This is not a survey of schools, but merely a survey of surveys that have contributed something that Dr. Sears believes is worth surveying.

ON REND L'ARGENT. By Francois Coppée. Edited, with notes, exercises, and vocabulary, by Philip Warner Harry, Ph. D., Professor of Romance Languages, Franklin and Marshall College. New Edition. Cloth. Frontispiece. Map. x+149 pages. Price, 72 cents. Boston: Ginn and Company.

François Coppée was eminent as poet, as dramatist, and as short story writer, but this is not his chief claim to our consideration. His greatest asset, as a source of reading material for French classes, is the purity of his language and sentiments—in other words, he represents the real France of decent, modest people rather than the flashy, unnatural France of what used to be called "the yellow-backed French novel." Fortunately there are many like him, despite the belief of many uninformed people that what is typically French is morally dangerous. Such a belief is an injustice to the great French people.

In this volume we have one of Coppée's best and most popular stories, set in old Paris, with the sudden access of wealth as its mainspring and Christmas Eve as its point of departure. Professor Harry's edition, first published in 1913, has been very successful, and the editor and publishers have taken advantage of this reprinting to add a series of exercises for oral and written practice based on the text. The interesting introduction and the very full notes and vocabulary are unchanged. The new edition will doubtless repeat the success of the earlier issue.

FUNGI AND HUMAN AFFAIRS. With Special Reference to Plant Diseases. By W. A. McCubin, Harrisburg, Pa. Cloth. Illustrated. Yonkers-on-Hudson, New York: World Book Company.

Fungi and bacteria affect human life in many ways other than in their relation to diseases of cultivated crops. An intelligent understanding of these organisms must include a knowledge of their place in the general realm of nature; consequently, while giving greatest prominence to the question of plant diseases, the book has been broadened to bring out such fundamental realities as the source of the world's carbon food, the relation of green plants, animals, and human beings to this source, and arising out of this relation, the beneficial work performed by fungi and bacteria in restoring carbon dioxid to the air, as well as the questions of wood rots, food preservation, and plant diseases. With these relationships made clear, the rôle of fungi and bacteria in producing plant diseases is much more easily comprehended.

Every teacher, especially every teacher in a country district, yes, every child in a rural community should read and study this book, effectively illustrated as it is, until he will be so influenced by it that he will never fail to appreciate what fungus is, why it is, and why it should not be trifled with.

CURRICULUM ADJUSTMENT IN THE SECONDARY SCHOOL. By Philip W. L. Cox, Ph.D., School of Education, New York University. Illustrated. Cloth. 306 pages. Philadelphia: J. B. Lippincott Company.

Dr. Cox has prepared an interesting as well as an important text on the secondary school as it has been, as it is and as it should be. He has built up his book by raising certain questions the significance of which is universally appreciated as presenting serious problems.

What is the secondary school trying to do? Why is the problem of secondary education so complex?

What is scientific method? Who are high school students? Can we derive the curriculum from life? What do experiments on learning now imply? What can we draw from educational psychology?

What is the curriculum trying to do? How should the school connect with life? What organization best achieves our ends? What should be the basis of common experiences? What should be the basis of elective choices? What is the procedure of modification? What does graduation mean?

Dr. Cox faces these problems squarely, meets them frankly, and treats their solution skilfully.

RACINE'S GREEK MASTERPIECES: Iphigenie, Andromaque, and Phedre. Edited, with introduction, notes, and vocabulary, by James D. Bruner, Ph.D., Litt.D., Professor of Romance Languages, Carson and Newman College. Cloth. 385 pages. Boston: Richard G. Badger, The Gorham Press.

Professor Bruner has had a long and honorable career as teacher of French and editor of French texts, and sets the capstone to a life of such activities in this well-planned edition of three of Racine's French tragedies based upon Greek sources. "Iphigénie," "Andromaque," and "Phèdre" are not only artistically and dramatically outstanding works of Jean Racine, but their subjects have interested great dramatists of other nations, from Euripides the Greek to Goethe the German. The sacrifice of Iphigenia, the virtue of Andromache, the guilty love of Phaedra, are part of the literary heritage of all the world, while no study of the golden age of French drama is complete without due attention to Racine's splendid treatments of these themes. Dr. Bruner includes all three in one volume—a procedure that might well be followed in the case of other writers—and thereby avoids the expense of providing separate vocabularies and general editorial apparatus in as many distinct textbooks. Many teachers of French will doubtless be glad to have three such representative plays of Racine within one set of covers. In addition to the vocabulary, the editor has prepared a general introduction to the plays, with bibliographical references, and has also provided very full footnotes. Unlike the usual collection of notes, Dr. Bruner's notes not only explain linguistic difficulties and historical and geographical references in the text, but also serve as a running commentary on the respective plays. A feature is the inclusion of generous excerpts from other plays, French and English, from translations of Homer, etc., so that the student gets the benefit of constant comparison and contrast with masterpieces of a different provenience. The book will receive a cordial welcome from all lovers of classic French drama.

SHORT STORIES. Edited by H. C. Schweikert, St. Louis High School. Cloth. 521 pages. New York: Harcourt, Brace and Company.

Here are twenty-nine stories each of which can easily be read at a sitting. They are not only suitable for school use but afford an opportunity for real educational advantage.

In " A Note to Pupils" the author makes some interesting and valuable suggestions:—

"Stories are written to entertain, to show the reader a 'good time.' When you pick up this book, forget that it is a textbook, prepared by a teacher, for use in school. Think of it rather as an agreeable companion to whom you can turn when everything else bores you.

"The first thing to do with a story is to read it through at a single sitting. Forget that there are such encumbrances as dictionaries and cyclopedias and teachers and English classes. If you read a story and find it interesting, the rest will be easy.

"But after all, school is school, and there are teachers and English classes. After you have read a story, turn to the sketch of the author to find out what is said about him and his work. Compare your own general impression of the story with the opinions expressed in the sketch. When the story is discussed in class you will have opportunity to air your views, but at all times make sure that your ideas are borne out by the story. If you like the story, be able to say why. If you do not like it, why not? Your teacher will give you no credit for saying, 'I don't like the story, but I can't just say why not'—or the contrary. Definite ideas can always be put into words."

SOLID GEOMETRY. By John W. Young, Dartmouth College, and Albert J. Schwartz, St. Louis High School. Cloth. 110 pages. New York: Henry Holt & Company.

Solid geometry was one of the "exact sciences" which seemed to be proof against professional faddism, but it has yielded to the spirit of progress, and Messrs. Young and Schwartz have reduced the number of text theorems, have added a large number of new concrete and applied problems, successfully encourage students to think for themselves and reason in demonstrations formerly completely written out in the text, have met the needs of inferior students and provide work for the students with mathematical minds, and by emphasizing the problems of construction involving lines and planes bring into play in an efficient manner the spatial imagination of students.

A subject that appeared to be entirely safe from submarines beneath and airplanes above has been shot all to pieces by the modern demand that solid geometry should actually produce facility in visualizing spatial relations and figures and skill in representing such figures on paper.

MANUSCRIPTS: A HANDWRITING BASED ON EARLY MODELS. Books I. and II.

PRACTICE BOOKS FOR MANUSCRIPTS. Books I and II. By Ala M. Stone and Ethel Irwin Smalley. New York: Charles Scribner's Sons.

The Brearley School, 60 East 61st street, New York City, has furnished the opportunity for practice which has made these books possible. The type of letters is a close approach to the vertical penmanship which came in from Canada a third of a century ago. The roundness of the letters and the fact they are not connected make it easy for children in the first and second grade to make good letters, and the lining of the page also helps materially.

BOOKS RECEIVED

"Psychology for Child Training." By Arland D. Weeks. New York: D. Appleton and Company.

"Beginning the Child's Education." By Ella Frances Lynch. New York: Harper and Brothers, publishers.

"Manual to Readings in Literature." By Ernest Hanes and Martha Jane McCoy.—"The Harbor." By Ernest Poole. New York: The Macmillan Company.

"Organization and Teaching of Art." By Leon Loyal Winslow. Baltimore: Warwick and York, Inc.

"History of Commerce of the United States." By Clive Day, Ph. D. 55 Fifth Avenue, New York: Longmans, Green and Company.

"The Electro-Chemical Factor in Neurology." By Ernest H. Pasque. Detroit, Michigan: The Atomic Research Association.

"The Summer Sessions in State Teachers' Colleges." By Joseph Emory Avent, Ph. D. Richmond, Va.: The William Byrd Press, Inc.

"Permanent Bird Houses." By Gladstone Coliff. Milwaukee, Wisconsin: The Bruce Publishing Company.

"Unit Costs of Higher Education." By Edwin B. Stevens and Edward C. Elliott.—"The American Arts College." By Frederick J. Kelly.—"The Authors' Book." New York: The Macmillan Company.

"A Manual for School Officers." By W. N. Andersen. New York: The Century Company.

"French Composition and Pronunciation Exercises." By Noëlia Dubrule and Herbert E. Manser.— "Biology and Human Life." By Benjamin C. Gruenberg.—"A Textbook of General Botany." By William Brown. Price, $2.96.—"Outlines of American Literature with Readings." By William J. Long. "Exercises in Bookkeeping and Business Problems." Part II. Boston: Ginn and Company.

"Child Marriages." By Mary E. Richmond and Fred S. Hall. New York: Russell Sage Foundation.

"Citizenship." By Milton Bennion. Price, $1.40.—"Picture Story Reading Lessons." Series I.—"Statistical Method in Educational Measurement." By Arthur S. Otis. Price, $2.16. Yonkers-on-Hudson, N. Y.: World Book Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

President John R. Kirk and other leaders of the Kirksville, Missouri, State Teachers College are justly greatly elated over the election of Glenn Frank, an alumnus of that school, to the presidency of the University of Wisconsin.

Alberton, a new town, a division point of the Electrified Chicago, Milwaukee and St. Paul Railroad, has an $85,000 school plant equipped fully for the development of courses and activities which directly have for their ends the making of responsible citizens. The school has been organized and directed by Principal C. C. Conley, graduate of the University of Chicago, who is still principal. The heart of the whole matter as regards course making takes its departure in the philosophy that education can not impose adult standards, but must rather breed its own virtues.

The Board and Faculty seek to make possible co-operation, through use of movies held every Wednesday evening, at which time actual school products are from time to time placed upon exhibition; also through the publication of a paper called the School Post. The February 7 number is devoted to the interests of the entire school system, calling itself the school policy number. The school trustees are given special recognition calling attention to their two chief duties, namely to support the policies of the school and to finance it.

Since the return of President H. W. Foght from Japan, special arrangements have been made with the Department of Labor and Commerce at Washington whereby alien students may enroll at the Northern State Teachers College, Aberdeen, S. D. This arrangement refers especially to students from Japan. On March 31 the first of a group of these students arrived. He is Hildeo Iwabuchi from Tokyo. Mr. Iwabuchi is a graduate of the foreign language school of Tokyo and is quite conversant with the English language. He is the first of a large group of Japanese students who expect to study at Northern State Teachers College.

The Sacramento school administration was one of the first in the United States to recognize the value of supervised study in the grades. During the past twelve years all study subjects have had regular periods devoted to them under the supervision of teachers. Greater efficiency has been attained in this way, for the pupil who learns quickly often retains poorly, while the plodding pupil needs encouragement and attention. With supervised study both of these are watched and assisted. Sacramento believes that study is more important than reciting, and the results of supervised study have justified the belief.

Mrs. Henry W. Brewster of Tampa, Florida, will give $75,000 to finance construction of a modern vocational school building as a memorial to her husband. This will give adequate quarters to Tampa's Opportunity School, which is financed by the county and the Federal government under the Smith-Hughes act. The school, which in the past year and a half has grown to such proportions that more room is badly needed, has an enrollment of 1,200 and provides courses in all branches of commercial and industrial as well as academic subjects. The new school will be called the Dr. Henry W. Brewster School at the request of Mrs. Brewster. Dr. Brewster was formerly dean of the college of agriculture of the University of Minnesota and professor of mathematics at the University of Chicago, and was an enthusiastic advocate of the Smith-Hughes act, which made possible the establishment of such a school in Tampa.

President Eugene Fair, who will succeed Dr. John R. Kirk at the Missouri State Teachers College at Kirksville, has announced several

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important changes in the creation of departments. Professors H. G. Swanson, William H. Zeigel and Byron Cosby have been given increased responsibilities. Dr. Kirk, president emeritus, is to be given a year's leave of absence on full pay.

David Lubin School, Sacramento, California, is to have a twelve-room addition. This action is in accordance with the city's settled policy. During the last few years it has entirely rebuilt its school department. The new buildings were constructed on the unit plan in such a way that additions can be annexed from time to time as they are needed. The addition to the David Lubin School, which under the terms of the contract will cost $61,-269, will make a complete plant for that school community. The board of education also has accepted final plans and specifications for the new Sacramento Junior College buildings. These will be constructed next summer and fall on a sixty-acre tract of land, and the total cost of the site and the first building units and their equipment will be $596,000.

The Central Parent-Teachers Association of Logan City, Cache County, Utah, Mrs. J. A. Hulme, president, was organized in September, 1924, and has worked consistently toward the end of closer contact between the schools and the school patrons. It has been a profitable year, and plans are under way for greater participation in the cause of home and school education.

A study made under the direction of the research department of the Women's Educational and Industrial Union shows that thirty-five per cent. of the girl students who are earning their way through the colleges of Greater Boston do so by acting as general maids in families. They are usually given board, room and car fares. Some receive an additional stipend of one or two dollars a week. The plan generally secures satisfactory living conditions. Some girls earn money by tutoring. About eight per cent. do clerical work and some seven per cent. have miscellaneous jobs. The investigation indicates that any girl of good ability can secure a college education if she has enough will power to endure disappointments and enough energy to work hard.

The address of Will S. Monroe, who has retired as professor of the Montclair, New Jersey, State Teachers College, is Couching Lion Farm, Waterbury, Vermont.

MEETINGS TO BE HELD

MAY

25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.

10-17: National Conference of Social Work, Denver, Colorado.

11-13: Georgia State High School Teachers Association, Athens, Georgia.

22-27. American Physical Education Association, Los Angeles, Calif.

28-July 4. National Education Association, Indianapolis, Indiana.

28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.

6-11: American Library Association, Seattle, Wash.

29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota.

19: California Teachers Association, Northern Section, Sacramento.

22-24: Indiana State Teachers Association, Indianapolis.

22-24: Utah Educational Association, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima.

29-30: Illinois State School Board Association, Decatur.

29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.
Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

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5-7: Iowa State Teachers Association, Des Moines.
5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.
5-7: Minnesota Education Association, St. Paul.
5-7: Wisconsin Teachers Association, Milwaukee.
6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.
6-7: Wisconsin Physical Education Association, Milwaukee.
7: College Entrance Examination Board, New York City.
9-10: National Association of State Universities in the United States of America, Chicago, Illinois.
10: Women's Educational and Industrial Union, Boston, Mass.
11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.
11-14: Missouri State Teachers Association, St. Louis.
12-14: Arkansas State Teachers Association, Little Rock.
12-14: Association of Urban Universities, Washington, D. C.
20-23: Missouri Society of Teachers of History and Government, St. Louis.
23-24: New York State Teachers Association, Syracuse.
23-25: South Dakota Education Association, Mitchell.
24: Southern Industrial Education Association, Washington, D. C.
24-25: Public School Trustees' Association of Virginia, Richmond.
25-29: Virginia English Teachers Association, Norfolk.
26-28: National Council of Teachers of English, Chicago, Illinois.
26-28: Texas State Teachers Association (colored), Dallas.
27-28: Maryland State Teachers Association, Baltimore.
27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City.
27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.
28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.
14-18: California Teachers Association, Southern Section, Los Angeles.
27: American Historical Association, Ann Arbor, Michigan.
28-29: American Nature-Study Association, Kansas City, Missouri.
28-30: Illinois State Teachers Association, Springfield.
28-30: American Psychological Association, Ithaca, N. Y.
29-31: Florida Education Association Jacksonville.
29-31: Pennsylvania State Education Association, Scranton.
29-31: Modern Language Association of America, Chicago, Illinois.

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